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ADULT BASIC EDUCATION IN CALIFORNIA, P.L. 89-750 (TITLE 3) ADULT EDUCATION ACT OF 1966. PROGRESS REPORT.

BY- STEEVES, ROY W.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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THE FIRST PART OF THIS PROGRESS REPORT ON FEDERALLY FUNDED ADULT BASIC EDUCATION IN CALIFORNIA INDICATES PROGRAM OBJECTIVES, COMPONENTS, AND APPROPRIATIONS. NEXT, PROGRAM EFFECTIVENESS DATA ARE TABULATED ACCORDING TO CUMULATIVE AND ACTIVE ENROLLMENTS, DROPOUTS, AND COMPLETERS, PARTICIPANT CHARACTERISTICS (SEX, AGE, ETHNIC GROUPS, EDUCATIONAL BACKGROUND, AND INCOME), GRADE AND AGE PLACEMENT FOR THE SCHOOL MONTH ENDING JANUARY 27, 1967, AND EDUCATIONAL TESTING SERVICES. COST EFFECTIVENESS DATA, BASED ON COSTS FOR EACH ENROLLEEE, ACTIVE ENROLLEE, GRADUATE OR REFERRAL, DROPOUT, AND CLASS AND STUDENT HOUR OF INSTRUCTION, ARE GIVEN, TOGETHER WITH REASONS FOR THE RELATIVELY LOW COST OF THE STATE PROGRAM. FINALLY, RECOMMENDATIONS ARE MADE FOR CONTINUATION OF THE PROGRAM AT THE 1966-67 FUNDING LEVEL, FOR IMPROVEMENTS IN LOCAL AND STATE INSTRUCTIONAL AND RELATED SERVICES, AND FOR FUNDING OF SPECIAL PILOT PROJECTS AND ADVISORY COMMITTEES. THE DOCUMENT INCLUDES PROJECTS AND FEDERAL ALLOCATIONS IN 25 CALIFORNIA COUNTIES AND DISTRICTS, AND A LIST OF PROJECT ADMINISTRATORS. (LY)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ADULT BASIC EDUCATION IN CALIFORNIA

P.L. 89-750 (Title III) Adult Education Act of 1966

PROGRESS REPORT

Prepared by: Roy W. Steeves, Consultant
Bureau of Adult Education
Director, Adult Basic Education

Approved: Stanley E. Sworder, Chief
Bureau of Adult Education

Bureau of Adult Education
Los Angeles
March 15, 1967

INTRODUCTION

Adult basic education has been an essential element of the curriculum design of California's adult schools for over one hundred years. Since 1964 under provisions of the Economic Opportunity Act of 1964, as amended, Title II, Part B and Elementary and Secondary Education Act, Title III, Adult Education Act of 1966 (P.L. 89-750), and proceeding under the provisions of the California Plan for Adult Basic Education, there has been a dramatic increase in numbers of adults served by such programs and improvement in the quality of the instructional program.

From time to time it is necessary and desirable to examine our efforts and document the results of our examination. Based upon detailed program information provided the Bureau of Adult Education by 58 participating school districts in 24 counties of the State, the following report has been prepared as a summary and analysis of program results.

Our thanks are extended to the 58 local adult school administrators involved in the administration of the Elementary and Secondary Education Act, Title III, Adult Education Act of 1966 (P.L. 89-750) ABE program for it is only through the continued strong support and leadership of these men and women, their faculties, and local community leaders involved that these programs of instruction can survive and experience greater growth and success. It is apparent now that this economical and highly efficient program offers the one best hope in California for eliminating one of the causes of social unrest and poverty--adult illiteracy--within the span of the next decade.

ERRATA

Contents:	Appendix A "Fiscal Year 1966 - Fiscal Year 1967" change to "Fiscal Year 1965 - Fiscal Year 1966"
Page 7 - Line 3:	"41.4%" change to "40.3%"
Page 9 - Paragraph 3 - Line 2:	"domuments" change to "documents"

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PROGRAM DESIGN

The California Plan for Adult Basic Education was designed as a part of the coordinated efforts of all public and private agencies and organizations mobilized under the Economic Opportunity Act of 1964, as amended, Title II, Part B to launch a comprehensive program in order to make definite progress toward the elimination of poverty. The Federal legislation in general identifies and seeks to ameliorate a variety of causal relationships creating poverty of which adult illiteracy is one. From the beginning, all of those at the State level responsible for program administration have been open minded and well aware of the fact that this program is a part of a comprehensive series of programs being undertaken in an experimental frame of reference to determine better and more efficient means for social and individual betterment. At the same time, Federal program requirements of this as all of the other Federally funded educational programs for adults have required that the design provide for reaching a significant number of persons within a reasonable period of time.

It is readily apparent that the various "Great Society" laws written in the past few years have been conceived in somewhat this fashion: definition of a problem (poverty, social unrest); statement of a suggested solution (in this instance education of the adult illiterate population); provision of funds for a particular program (in this instance, funds for public school adult basic education). In each of the various pieces of legislation there have been significant variations in the operational requirements of the particular programs designed to solve specific problems; thus, there has been parallel development of adult basic education programs operating under different requirements and in different settings to demonstrate or prove different things.

There has been a surface appearance of competition in all of this, but--realizing from the inception of the program that (to succeed) the Economic Opportunity Act of 1964, as amended, Title II B, ABE program must draw upon the resources of many agencies, public and private, all local programs have been developed in accord with guidelines for application designed:

1. To create a checkpoint system ensuring that duplication of effort competitively with other programs will not take place in any community.

2. To require local school district administrators to seek out, explore, and develop cooperative relationships with other agencies and program administrators in order to provide a comprehensive series of services to students.

3. To ensure the use of the best available materials of instruction for all students.

To the extent possible, direction has been given and funds have been provided for:

1. Pre-service and in-service training of teachers.

2. Evaluation of instructional materials, systems, and hardware.

3. Program evaluation by State and local staff including the establishment of a standardized testing program.

4. The betterment of communication concerning the program and its goals by the establishment of an Ad Hoc ABE Administrators' Advisory Committee with meetings held regionally and Statewide.

There have been four premises in connection with program administration:

1. Because of the size of the adult illiterate population, any program designed to affect that population significantly must be economical and efficient in operation.

2. The public adult schools in California have the responsibility, the mandate, and the ability to act as the agency responsible for such an educational program.

3. Delineation of function exists between various agencies and programs: the adult school is not designed to provide as efficiently certain services (medical assistance, personal counseling, employment counseling, etc.), and such services are available in each community. Programs have not been funded out of Title II B or Title III funds for the provision of such services to students, and program administrators have been required to obtain same, as noted above, from the responsible agencies.

4. The educational program has been intended for all of those in need of it in the community and the State, and priorities for funding purposes have adhered strictly to this policy.

Presently funded programs exist in 58 school districts and 24 counties of the State. The total cost of the program (Federal and State) is now estimated at 2.3 million for the period 9/1/66 through 6/30/67. Planning for FY 1968, and based upon a Federal allocation of 2.5 million to the State of California for that year, the program:

A. Will involve total funding of 3.2 million for FY 1968.

B. Will continue to provide services to an active enrollment between 14 - 15 thousand per month during FY 1968 in the Federally connected ABE program.

C. Will provide limited funds for betterment of services in the entirely State and locally funded, ongoing ABE program serving an additional 50,000 adults yearly in need of such education and training.

Projecting ahead to FY 1969 if the level of Federal participation reaches 6 million to be matched by a similar amount of State and local funds, the program will then continue at that level for the ensuing 10 year period and provide educational programs involving an active monthly enrollment of 100,000 adult students. Such a program will reduce adult illiteracy in California at least 90% by 1979.

PROGRAM EFFECTIVENESS DATA

Cumulative Enrollment September 1, 1966 through January 31, 1967	Active Enrollment School Week Ending January 27, 1967	
21,306	12,617	(59.2% of cumulative enrollment)

"Cumulative Enrollment" is the total of all students who attended a class at least once. "Active Enrollment" is the total of all students who attended a class during the school week ending January 27, 1967.

1. Data Concerning Dropouts and Completers

	Total	% of Cumulative Enrollments
A. Number completing program (eighth grade proficiency) and/or transferred to high school diploma program or occupational training programs.	644	3.0%
B. Employment related reasons for withdrawal (conflict with job and job placement)	1,016	4.7%
C. Personal reasons (health; family; transportation difficulties; etc.)	887	4.1%
D. Move from school district (verified by district)	861	4.2%
E. Reason unknown	5,281	24.7%

In interpreting this data it is necessary to realize that these programs are not funded for extensive follow-up by school districts as to the exact reason or reasons for student withdrawal. Where detailed studies have been made, Item E (reason unknown) declines significantly and verified employment, transiency, and advanced training increase significantly. Where such detailed studies have been done, approximately 25% of enrollees who leave the program are found to have done so because of employment, and the "unknown" factor is spread through the other listed categories proportionately.

2. Sex — Sample Number 11,839 (55.5% of cumulative enrollment)

	Total	% of Sample Number
Male	5,094	44.0%
Female	6,745	56.0%

3. Ethnic Groups — Sample Number 12,251 (57.6% of cumulative enrollment)

	Total	% of Sample Number
Negro	1,746	14.3%
American Indian	26	.2%
Spanish Surname	7,687	62.8%
Other Caucasian	1,464	11.9%
Other non-Caucasian (Primary groups represented) Chinese American, Japanese American, various Polynesian and Southeast Asia populations)	1,328	10.8%

It is to be noted that these proportions reflect the identifiable population groups in California most in need of adult basic education as identified in the U. S. Census 1960.

Selected Ethnic Groups in California
(Age 14 and over)

1960 Census Data

Total: 1,674,669		% of Total
Negro	563,368	33.6%
Spanish Surname	864,664	51.7%
Japanese	113,928	6.9%
Chinese	60,799	3.7%
Filipino	45,150	2.6%
American Indian	26,760	1.5%

Education Attainment Levels
(Age 17 and over)

1960 Census Data

Group	Educational Attainment
Anglo-Americans	12.1 School Years
Negro	10.5 School Years
Spanish Surname	8.6 School Years

4. Age Groupings — Sample Number 11,908 (55.6% of cumulative enrollment)

	Number	% of Sample Number
Under 18	291	2.5%
18 to 25	2,701	22.7%
26 to 30	2,212	18.6%
31 to 40	3,340	28.0%
41 to 50	2,108	17.7%
51 to 65	1,013	8.5%
Over 65	243	2.3%

According to 1960 U. S. Census data for California, the median age was 30.8 years, thus it is to be expected that significant numbers of students in the ABE program will be found in the age group 18 to 30. 41.3% of the population being served in the program fall into this age group. The next largest group (28.0%) are in the 31 to 40 age bracket, with a declining population served over the age of 40. A measure of the success of any adult education program designed to ameliorate conditions which result in unemployment or underemployment is the relationship of the program to the age group in the population most in need of such education.

5. Family Income Data Sample Number 9,631 (45.3% of cumulative enrollment)

	Number	% of Sample Number
Under $3,000 per annum	4,593	47.6%
$3,100 to $4,000 per annum	3,059	31.7%
$4,100 to $6,000 per annum	1,414	14.6%
$6,100 to $8,000 per annum	456	4.7%
Over $8,000 per annum	109	1.1%

The Department of Labor index for poverty in the Nation is a family income under $3,000. At various times and for purposes of various Economic Opportunity Act programs, a family income of $4,000 has been used as an index of poverty in California. It is to be noted 79.3% of enrollees have incomes less than $4,000 per year thus indicating that participating districts are successfully communicating with a population composed of the most poverty stricken group in the State.

At the same time, these are open enrollment classes as specified by the Federal and State law so a significant percentage (19.3%) of the enrollments are in the income area $4,000 to $8,000 a year thus indicating that the program is meeting the objective of enabling the underemployed population to obtain education designed to increase their employment opportunities. The percentage of those with an income in excess of $8,000 (1.1%) is statistically insignificant and probably is related to students from the professional class enrolled in English-as-a-Second-Language classes.

6. Grade and Class Placement as of School Month Ending January 27, 1967 Sample Number 12,656 (58.7% of cumulative enrollment)

	Number	% of Sample Number
English as a Second Language	7,551	59.7%
Elementary Subjects Ungraded Classes	1,492	11.8%
Elementary 0-3	1,358	10.7%
Elementary 4-6	1,361	10.8%
Elementary 7-8	894	7.0%

The significance of these figures is that the U. S. Census data clearly indicates that in the State of California adult illiteracy is largely a measure of the non-English speaking population. The English as a Second Language program (59.7%) is designed to mesh in with the adult elementary certificate program,

and in many instances these students will proceed directly from the English as a Second Language program into the high school diploma program, occupational education programs, and higher education. At the same time, 41.4% of all enrollees are in the English speaking Elementary Subjects curriculum, and this figure--40.3%--is significantly higher than the percentage of such groups in the illiterate population in the State of California. The inescapable conclusion is that participating districts have had greater than predictable success in implementing the educational program for the illiterate English speaking person.

7. Educational Testing Program

For the first time in California an effort has been made to evaluate the effectiveness of a Statewide adult school program by means of standardized testing. The specified test used is the California Achievement Test--Elementary Form--Reading (Forms WXYZ). Many districts have scheduled the use of the test once in the fall semester and once in the spring semester, the test is to be used only with advanced placement Elementary Subjects students, and other tests are being experimented with in the English as a Second Language program.

In the Elementary Subjects program at this time pretest and post-test data has been accumulated on a sample number of 2,315 enrollees who have shown an average educational advance of 10.4 school months per 100 hours of classroom instruction. This advance is the average of all scores at all levels of instruction: Level 4-6, Level 7-8, and also isolated returns based on tests given to those enrolled at the entry level of instruction. The goal of this program has been to bring the student to eighth grade proficiency in no more than 750 hours of instruction. Based on this sample which is large enough to be statistically significant, it would appear that the goal has been achieved.

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It is to be noted that the sample numbers for each category of data vary, the reasons being as follows:

1. Districts were asked to collect some data late in the semester and thus had no information on those who had dropped out or who had been in attendance for a very brief time.

2. There were significant numbers of adult students who refused to answer questions concerning age and income. In at least one instance the entire class concerned did not provide such information, all students are welfare recipients, and the school district is in process of getting detailed information concerning income from the welfare department.

3. Information concerning ethnic origin is not obtained from districts if it is contrary to the school district policy to provide such information.

In each of the categories mentioned above the sample number is sufficiently large to provide statistically significant data concerning the entire program. It is apparent from examining the individual district status reports that data

for items two through six has been based on a survey of the existing active enrollment; and thus, the sample numbers have greater significance than their percentages as related to cumulative enrollment would indicate.

COST EFFECTIVENESS DATA

Detailed information concerning allocations and expenditures are attached as Appendices A & B. Program information concerning the 1964-65 and 1965-66 school years has previously been developed and submitted to the U. S. Office of Education and essentially duplicates data presented in this report for the period 9/1/66 through 1/27/67.

To this date the adult basic education program funded first under Title II B of EOA 1964, as amended, and now under successor legislation (ESEA, P.L. 89-750, Title III (Supplement) Adult Education Act of 1966) has been marked by great effectiveness at low cost to the taxpayer.

By any reasonable interpretation of professional educators' means of evaluation, the preceding data domuments an outstandingly successful program. When reasonable cost effectiveness criteria are applied, the program sets an enviable standard also.

The budgeted cost of the program for the period 9/1/66 through 1/27/67 was $1,530,120. Of this amount, $1,071,085 was to be derived from Federal funds and $459,035 from State and local school district funds. Although claims for actual expenditures for the five month period are not complete, there is sufficient evidence to indicate clearly that the expenditures for the program Statewide were at least 10% less than budgeted. Actual costs will undoubtedly be in the area of $.80 to $.90 per student hour of instruction rather than the $1.00 per hour budgeted.

Based, however, on the budgeted figures, the following data are now available:

1. Cost per student enrolled: $71.39 for the five month period.

2. Cost per active enrollee--for period ending 1/27/67: $121.28 for the five month period.

3. Cost per graduate and/or student referred for additional training: $2,375.98 for the five month period.

4. Cost per "dropout"--employment connected: $1,506.02 for the five month period.

5. Cost per student "benefit group" (Sum of 2 + 3 + 4): $107.17 for the five month period.

6. Cost per class hour of instruction: $14.00.

7. Cost per student hour of instruction: $1.00.

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Cost item number 5 refers to the cost per student of the total active enrollment (1/27/67) plus those who have graduated or who have been referred for other training as a result of the program plus those who have left the program for employment-connected reasons. This is perhaps the most significant cost effectiveness figure.

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There are many reasons why the costs of this program in ABE have been lower than those in other, similar type programs:

1. Stipends are not paid students. The program has been designed to draw upon all existing sources of support for the needy student. Excellent, documented, relationships with welfare agencies at the local level have been the hallmark of this program. Welfare agencies have provided extensive support in the form of training allowances to welfare-connected students, baby-sitters and child care services where needed, transportation expenses, etc.

2. Community Action agencies (under Title II A of the Economic Opportunity Act of 1964, as amended) have--in many parts of the State--provided extensive supplementary services such as the provision of teacher aides, recruitment aides, assistance to needy students, etc.

3. Private agencies and employers in a true spirit of community self help have provided supplemental assistance of all types including job placement, training, teacher aides, assistance in procurement of medical aid for students, etc.

4. The program has been designed for preventive as well as remedial social purposes. The underemployed are the predictably unemployed. All effort has been exerted to capitalize on the motivation of the employed adult in need of ABE to better himself while he is gainfully employed and before he becomes a burden on society. The social welfare population is fairly constant, but the unemployed segment of the labor force is in a constant state of change. The effort has been to reach all of the uneducated and not just a small segment of of the uneducated who are temporarily unemployed.

5. Local level administrators of this program have undertaken the additional workload incidental to performance of the program without in many instances budgeted expenditures.

6. Equipment purchases in connection with the program have been carefully examined to determine need and appropriateness of such expenditures.

RECOMMENDATIONS

The adult schools of the State have adequately justified the premise of the ABE program: the adult school in each community is a flexible, innovative, and creative institution capable of responding to changing social responsibilities in an effective and most economical manner. In the coming school year, it is recommended that in the disposition of available funds under Title III, Elementary and Secondary Education Act (P.L. 89-750) Adult Education Act of 1966 and operating within the framework of the State Plan for Adult Basic Education:

1. All presently funded instructional programs continue to the funding level established in school year 1966-67.

2. Any additional Federal allotment(s) be used for the following purposes:

   A. Improvement of the total State and locally funded ABE programs of instruction in terms of better instructional materials, a reduced faculty-student ratio, additional guidance services, and in-service training of teachers.

   B. The funding of pilot projects designed to serve specific population groups in particular communities and to demonstrate effective instructional techniques designed to lower instructional costs--such projects to operate at reasonable costs to the State and Federal governments and not to exceed $17.00 per class hour of instruction.

   C. The funding of Regional Administrators' Ad Hoc Advisory Committees, representatives of such committees to constitute a State Administrators' Ad Hoc ABE Advisory Committee to advise and consult with the State re administration and direction of the program. The existing ABE Administrators' Ad Hoc Advisory Committee has been invaluable as a resource, an advisor, and a source of leadership for the effective administration of the ABE program.

APPENDIX A

ADULT BASIC EDUCATION PROJECTS and FEDERAL ALLOCATIONS
Title II, Part B, Economic Opportunity Act of 1964
Bureau of Adult Education
California State Department of Education, Sacramento

County & District	Total Alloc. 1965	Total Claims 1965	First Alloc. 1966	2nd. Alloc. 1966	Total Alloc. 1966	Total Claims 1966
Alameda County						
Berkeley	$ 56,000	$ 43,907	$ 15,000	$ 5,402	$ 20,420	$ 15,490
Oakland, Project I	50,100	50,100	34,000	2,000	36,000	20,901
Oakland, Project 2	24,900	24,900	20,000	30,850	50,850	49,407
San Lorenzo	3,100	3,100	11,000	17,599	28,599	28,599
Contra Costa County*						
Antioch	-	-	-	6,531	6,531	6,531
Martinez	2,_57	2,551	8,000	-	8,000	7,260
Mt. Diablo	45,000	45,000	14,000	8,538	22,538	19,937
Pittsburg	-	-	-	6,832	6,832	4,060
Richmond	-	-	-	41,209	41,209	26,651
El Dorado County						
El Dorado	1,190	899	-	-	-	-
Fresno County						
Kerman	4,300	4,300	8,000	3,500	11,500	7,400
Reedley	1,300	1,300	6,000	3,590	9,590	9,530
Imperial County						
Imperial County Schools	-	-	-	13,523	13,523	10,211

County & District	Total Alloc. 1965	Total Claims 1965	First Alloc. 1966	2nd. Alloc. 1966	Total Alloc. 1966	Total Claims 1966
Kern County						
Bakersfield	$ 12,000	$ 11,515	$ -	$ -	$ -	$ -
Kings County						
Hanford	24,000	24,000	9,000	8,688	17,688	17,688
Los Angeles County						
Compton	14,000	14,000	11,000	9,385	20,385	17,177
El Monte	-	-	7,000	18,180	25,180	18,119
Excelsior	30,000	30,000	15,000	10,800	25,800	25,800
La Puente	-	-	8,800	17,278	26,078	26,078
Los Angeles	300,000	299,828	232,000	226,679	458,679	386,173
Montebello	6,520	6,620	8,800	12,938	21,738	21,738
Pasadena	34,000	34,000	2,000	-	2,000	2,000
Merced County						
Dos Palos	-	-	10,000	7,260	17,260	8,933
Los Banos	-	-	1,600	5,907	7,507	6,275
Merced County Office	20,390	20,390	-	10,961	10,961	10,961
Napa County						
Napa Junior College	-	-	-	3,760	3,760	2,076
Riverside County						
Beaumont	-	-	-	3,436	3,436	3,436
Corona	3,550	3,550	5,200	2,450	7,650	6,444
Sacramento County						
Sacramento City	9,330	9,330	13,000	10,745	23,745	21,936

County & District	Total Alloc. 1965	Total Claims 1965	First Alloc. 1966	2nd. Alloc. 1966	Total Alloc. 1966	Total Claims 1966
San Bernardino County						
Barstow	$ 3,273	$ 3,273	$ 9,600	$ 870	$ 10,470	$ 10,445
Chino Community	-	-	-	1,981	1,981	1,556
Redlands	5,000	4,992	5,200	9,468	14,668	9,427
San Diego County						
San Diego	67,038	64,238	26,000	26,000	52,000	51,430
San Dieguito	-	-	-	2,000	2,000	1,506
Sweetwater	23,000	23,000	14,000	15,010	29,010	23,190
San Francisco County						
San Francisco City	170,000	170,000	145,000	175,000	320,000	320,000
San Francisco (English as Second Language)	-	-	-	3,052	3,052	3,052
San Joaquin County						
Stockton	38,000	38,000	8,500	10,860	19,360	18,665
Tracy	2,770	2,750	4,800	11,100	15,900	14,236
San Mateo County						
Jefferson	15,000	12,892	-	-	-	-
Santa Barbara County						
Lompoc	2,879	2,879	6,700	2,000	8,700	8,700
Santa Barbara C C	-	-	-	6,326	6,326	5,776
Santa Clara County						
San Jose	-	-	8,000	18,434	26,434	25,487

County & District	Total Alloc. 1965	Total Claims 1965	First Alloc. 1966	2nd. Alloc. 1966	Total Alloc. 1966	Total Claims 1966
Santa Cruz County						
Santa Cruz	$ 10,025	$ 13,425	$ -	$ -	$ -	$ -
Stanislaus County						
Modesto City College	22,500	22,500	-	3,928	3,928	3,928
Tulare County						
Tulare	-	-	10,000	3,493	13,493	13,453
Visalia	-	-	-	6,768	6,768	6,540
TOTAL	$1,019,582	$995,399	$677,200	$784,429	$1,461,629	$1,298,378

*Contra Costa County Test Project figures not included here
$2,000 originally allocated to Selma (Fresno County) but program did not materialize

Bureau of Adult Education
California State Department of Education
Sacramento 3/8/67

APPENDIX B

ADULT BASIC EDUCATION PROJECTS and FEDERAL ALLOCATIONS
Elementary and Secondary Education Act, Title III
(Amended) P. L. 89-750
California State Department of Education, Sacramento

County & District	Summer: 7-1-66 to 8-31-66	Fall: 9-1-66 to 1-31-67	Spring: 1-31-67 to 6-30-67	Total
Alameda				
Berkeley	$ 8,206	$ 36,147	$ 21,240	$ 65,673
Newark	-	2,750	-	2,750
Oakland	19,293	49,228	15,000	83,521
San Lorenzo	-	15,320	4,150	19,470
Contra Costa				
Liberty	-	2,100	-	2,100
Martinez	-	1,221	-	1,221
Mt. Diablo	-	14,310	-	14,310
Richmond	-	8,331	3,600	11,931
Fresno				
Kings Canyon	-	9,991	-	9,991
Tranquillity	-	9,845	-	9,845
Imperial				
Imperial County Schools	-	16,809	3,900	20,709
Kern				
Delano	-	4,277	-	4,277
Kern County (Bakersfield)	-	23,107	4,860	27,967
Kings				
Hanford	-	17,420	2,500	19,920
Los Angeles				
ABC	-	3,652	900	4,552
Alhambra	-	7,316	2,340	9,656
Compton	2,282	20,486	7,250	30,018
El Monte	7,220	17,175	9,800	34,195
La Puente	1,383	15,525	7,000	23,908
Los Angeles	50,820	209,000	155,000	414,820
Montebello	997	13,227	8,100	22,324
Pasadena	-	4,280	1,500	5,780
Whittier	-	4,605	694	5,299

County & District	Summer: 7-1-66 to 8-31-66	Fall: 9-1-66 to 1-31-67	Spring: 1-31-67 to 6-30-67	Total
Mariposa				
Mariposa	$ -	$ 54*	$ -	$ 54*
Merced				
Dos Palos	-	8,704	-	8,704
Los Banos	-	6,720	1,700	8,420
Merced County Schools	-	13,325	5,350	18,675
Merced Union High School	-	7,713	-	7,713
Monterey				
Salinas	-	6,244	-	6,244
Napa				
Napa Jr. College	-	1,832	900	2,732
Plumas				
Plumas Unified	-	1,042	-	1,042
Riverside				
Beaumont	-	7,450	2,700	10,150
Coachella	-	17,479	10,100	27,579
Corona	-	6,404	2,900	9,304
Jurupa	-	2,782	-	2,782
Sacramento				
Sacramento	-	13,100	8,850	21,950
San Bernardino				
Barstow	-	5,715	2,250	7,965
Chino	-	2,197	1,600	3,797
Redlands	493	6,897	1,700	9,090
San Bernardino	-	5,957	-	5,957
San Diego				
Oceanside-Carlsbad	-	3,599	1,720	5,319
San Diego	-	21,426	7,000	28,426
San Dieguito	-	646	-	646
Sweetwater	9,450	26,594	1,800	37,844
San Francisco				
San Francisco	-	241,088	89,217	330,305

County & District	Summer: 7-1-66 to 8-31-66	Fall: 9-1-66 to 1-31-67	Spring: 1-31-67 to 6-30-67	Total
San Joaquin				
Stockton	$ -	$ 21,316	$ 4,500	$ 25,816
Tracy	-	17,346	4,350	21,696
San Mateo				
Jefferson	-	4,134	-	4,134
San Mateo	-	3,082	1,350	4,432
Santa Barbara				
Lompoc	-	2,705	2,000	4,705
Santa Barbara	-	8,210	3,150	11,360
Santa Clara				
Mt. View-Los Altos	-	3,790	1,500	5,290
San Jose	9,000	46,857	25,200	81,057
Santa Cruz				
Santa Cruz	-	4,727	1,800	6,527
Solano				
Armijo	-	8,064	-	8,064
Vallejo	-	16,274	3,150	19,424
Tulare				
Tulare	-	11,850	-	11,850
Visalia	907	3,000	1,000	4,907
Yolo				
Winters	-	1,920	900	2,820
Woodland	-	4,640	-	4,640
TOTAL	$110,211	$1,071,005	$434,521	$1,615,817

*This item was expenses of initiating an adult basic education program which did not materialize

Federal Allocation, F. Y. 1967	$1,534,703	
Federal Funds Carried Over from F. Y. 1966	246,058	
Total Federal Funds Available F. Y. 1967	$1,780,761	$1,780,761
Total School District Encumbrances F. Y. 1967	$1,615,817	
Bureau Budget F. Y. 1967	108,065	
Total Encumbrances F. Y. 1967	$1,723,882	$1,723,882
TOTAL FUNDS AVAILABLE FEBRUARY 1, 1967		$ 56,879**

**$25,000 of this amount has been committed for the support of migrant programs in Merced, Stanislaus and San Joaquin Counties, pending receipt of application.

Bureau of Adult Education
California State Department of Education
Sacramento 2/1/67

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APPENDIX C

ADMINISTRATORS OF ADULT BASIC EDUCATION PROGRAMS IN THIS SURVEY

C. Edward Pedersen
Loren V. Bainer
Henning A. Edlund,
Loenard Hancock
William B. Bristow
Jack Evans
L. M. Haagensen
H. C. Scott
Roger D. Freet
John L. Evance
Gilbert E. Henry
Gerald L. Jensen
V. L. Lefebvre
Wallace B. Webster
Roland K. Attebery
Raymond Capps
John A. Nylen
Harlan L. Polsky
Joseph W. Herrell
Thomas J. Johnson
Hunter Fitzgerald
Harold J. Jones
P. Robert Dickerson
Thomas H. Johnston
Denard W. Davis
Salvator Benidettino
Eugene A. Vinckel
William Hume
H. G. Royal
Paul Lathrop
John V. Malarkey
C. Michael McDonald
Don Welty
Gordon Duncan
A. Warren McClaskey
Donald Haught
Norman Gabel
Jack Binkley
Edward V. Hurlbut
Mark J. Fabrizio
Kenneth S. Imel
Jennings B. Newman
Harry C. Rubie
Dalton Howatt
Lawrence T. Minahen
Richard L. Froman
Louis J. Martin
Morris H. Winward
Warren W. Brenner
Selmer Wake
Lindley S. Allen
Leland W. Clark
John G. Evans
Allen T. Wayne
Charles R. Allen
David R. Eshelman
William B. Lynch
William S. Waroff

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